

FILE C

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**English Language Arts: Reading
Item Information and Scoring Guide
Reference Sheet
and Quantities of Items by Type**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2002–2003

English Language Arts Grade 8

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

Selection Title	MC	CR
“Amir”	8	2
“You Can Be an Inventor”	4	1
“Why I Never Shoot Bears”	4	1
“Hurricanes”	8	2*

*One of these is the reading/writing response item.

**Reading Selections and Items with Keys,
Learning Results, Scoring Guides,
Training Notes, and Student Responses**

Amir

by Paul Fleischman

In India we have many vast cities, just as in America. There, too, you are one among millions. But there at least you know your neighbors. Here, one cannot say that. The object in America is to avoid contact, to treat all as foes unless they're known to be friends. Here you have a million crabs living in a million crevices.

2 When I saw the garden for the first time, so green among the dark brick buildings, I thought back to my parent's Persian rug. It showed climbing vines, rivers and waterfalls, grapes, flower beds, singing birds, everything a desert dweller might dream of. Those rugs were indeed portable gardens. In the summers in Delhi, so very hot, my sisters and I would lie upon it and try to press ourselves into its world. The garden's green was as soothing to the eye as the deep blue of that rug. I'm aware of color—I manage a fabric store. But the garden's greatest benefit, I feel, was not relief to the eyes, but to make the eyes see our neighbors.

I grew eggplants, onions, carrots, and cauliflower. When the eggplants appeared in August they were pale purple, a strange and eerie shade. When my wife would bring our little son, he was forever wanting to pick them. There was nothing else in the garden with that color. Very many people came over to ask about them and talk to me. I recognized a few from the neighborhood. Not one had spoken to me before—and now how friendly they turned out to be. The eggplants gave them an excuse for breaking the rules and starting a conversation. How happy they seemed to have found this excuse, to let their natural friendliness out.

Those conversations tied us together. In the middle of summer someone dumped a load of tires on the garden at night, as if it were still filled with trash. A man's four rows of young corn were crushed. In an hour, we had all the tires by the curb. We were used to helping each other by then. A few weeks later, early in the evening a woman screamed, down the block from the garden. A man with a knife had taken her purse. Three men from the garden ran after him. I was surprised that I was one of them. Even more surprising, we caught him. Royce held the man to a wall with his pitchfork until the police arrived. I asked the others. Not one of us had ever chased a criminal before. And most likely we wouldn't have except near the garden. There, you felt part of a community.

5 I came to the United States in 1980. Cleveland is a city of immigrants. The Poles are especially well known here. I'd always heard that the Polish men were tough steelworkers and that the women cooked lots of cabbage. But I'd never known one—until the garden. She was an old woman whose space bordered mine. She had a seven-block walk to the garden, the same route I took. We spoke quite often. We both planted carrots. When her hundreds of seedlings came up in a row, I was very surprised that she did not thin them—pulling out all but one healthy-looking plant each few inches, to give them some room to grow. I asked her. She looked down at them and said she knew she ought to do it, but that this task reminded her too closely of her concentration camp, where the prisoners were inspected each morning and divided into two lines—the healthy to live and the others to die. Her father, an orchestra violinist, had spoken out against the Germans, which had caused her family's arrest. When I heard her words, I realized how useless was all that I'd heard about Poles, how much richness it hid, like the worthless shell around an almond. I still do not know, or care, whether she cooks cabbage.

6 The garden found this out with Royce. He was young and black. He looked rather dangerous. People watched him and seemed to be relieved when he left the garden. Then he began spending more time there. We found out that he had a stutter. Then that he had two sisters, that he liked the cats that roamed through the garden, and that he worked very well with his hands. Soon all the mothers were trying to feed him. How very strange it was to watch people who would have crossed the street if they'd seen him coming a few weeks before, now giving him vegetables, more than he could eat.

In return, he watered for people who were sick and fixed fences and made other repairs. He might weed your garden or use the bricks from the building that was torn down up the block to make you a brick path between your rows. He always pretended he hadn't done it. It was always a surprise. One felt honored to be chosen. He was trusted and liked—and famous, after his exploit with the pitchfork. He was not a black teenage boy. He was Royce.

In September he and a Mexican man collected many bricks from up the street and built a big barbecue. I was in the garden on Saturday when the Mexican family drove up in a truck with a dead pig in the back. They built a fire, put a heavy metal spit through the pig, and began to roast it. A bit later their friends began arriving. One brought a guitar, another played violin. They filled the folding table with food. Perhaps it was one of their birthdays, or perhaps no reason was needed for the party. It was beautiful weather, sunny but not hot. Fall was just beginning and the garden was changing from green to brown. Those of us who had come to work felt the party's spirit enter us. The smell of the roasting pig drifted out and called to everyone, gardeners or not. Soon the entire garden was filled.

It was a harvest festival, like those in India, though no one had planned it to be. People brought food and drinks and drums. I went home to get my wife and son. Watermelons from the garden were sliced open. The gardeners proudly showed off what they'd grown. We traded harvests, as we often did. And we gave food away, as we often did also—even I, a businessman, trained to give away nothing, to always make a profit. The garden provided many excuses for breaking that particular rule.

Many people spoke to me that day. Several asked where I was from. I wondered if they knew as little about Indians as I had known about Poles. One old woman, Italian I believe, said she'd admired my eggplants for weeks and told me how happy she was to meet me. She praised them and told me how to cook them and asked all about my family. But something bothered me. Then I remembered. A year before she'd claimed that she'd received the wrong change in my store. I was called out to the register. She'd gotten quite angry and called me—despite her own accent—a dirty foreigner. Now that we were so friendly with each other I dared to remind her of this. Her eyes became huge. She apologized to me over and over again. She kept saying, "Back then, I didn't know it was you. . . ."

1. In the first paragraph the narrator states, "Here you have a million crabs living in a million crevices." This sentence is an example of
- A. onomatopoeia.
 - B. a simile.
 - C. a metaphor.
 - D. personification.

MC#: 1

Key: C

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).

2. Which sentence **best** summarizes paragraph 2?
- A. Persian rugs show beautiful outdoor scenes.
 - B. The garden reminds the narrator of his life in India.
 - C. It is refreshing to think of cool things when the weather is hot.
 - D. The narrator understands color because he manages a fabric store.

MC#: 2

Key: B

Learning Results: A-7

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 7 summarize whole texts by selecting and summarizing important and representative passages.

3. The narrator's eggplants provide his neighbors with an opportunity to
- A. show their jealousy of him.
 - B. talk to him.
 - C. plant other types of vegetables.
 - D. learn about India.

MC#: 3

Key: B

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

4. In paragraph 5, why does the narrator say, “I realized how useless was all that I’d heard about Poles”?
- A. What he had heard was different from what the people were really like.
 - B. He did not know anything about foreigners.
 - C. He had been told lies about the Polish people.
 - D. The information he was told was difficult for him to understand.

MC#: 4

Key: A

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 understand stories and expository texts from the perspective of the social and cultural context in which they were created.

5. What did the narrator learn about the Polish woman by discussing her carrots?
- A. The carrot seedlings reminded her of her family's past.
 - B. She knew how to grow better carrots than he did.
 - C. She did not know much about growing carrots.
 - D. The carrots helped her survive in a concentration camp.

MC#: 5

Key: A

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

6. At the end of paragraph 6, why does the narrator say, "He was Royce"?
- A. to introduce Royce to the Polish woman
 - B. to explain why he liked Royce
 - C. to describe Royce's dangerous behavior
 - D. to say that he saw Royce as an individual

MC#: 6

Key: D

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

7. What does the garden **most clearly** represent to the people at the end of the story?
- A. liberty
 - B. differences
 - C. community
 - D. survival

MC#: 7

Key: C

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

8. The **main** theme of this story is about
- A. many people gardening with separate plots.
 - B. America's many conflicting cultures.
 - C. the need for producing our own food.
 - D. overcoming stereotypes to share and work together.

MC#: 8

Key: D

Learning Results: B-13

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 13 demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.

9. Explain how the garden changes **two** of the characters in the story. Give reasons for these changes.

CR#: 9

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

AMIR
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response thoroughly explains how the garden changes two characters and gives plausible and specific reasons for these changes. Response uses relevant information from the story as support.
3	Response adequately explains how the garden changes two characters, but reasons for these changes are not fully developed and lack some information from the story as support.
2	Response partially explains how the garden changes two characters and gives partial or no reasons for these changes. Response may not be connected to the garden, and it may contain misinterpretations. OR Response adequately explains how the garden changes one character and gives adequate reasons for these changes.
1	Response is weak/vague and demonstrates a minimal understanding of the question/story.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 9

The garden changes the characters in the story by bringing the people together so that they get to know each other. Some of the ways the characters changed:

- *Narrator:* He thought that in India people know their neighbors but not in the United States. At the end of the story, he knows his neighbors and feels like a member of the same community.
- *Italian Woman:* She treated narrator unkindly before she knew him, but now that they were part of the same community, she would not treat him this way.
- *Royce:* The people in the garden community change their view of Royce. At first they stereotype him because he is a young black man. At the end of the story, they think he is a respectful, dependable person.

9.

4

I believe the character that was changed the most was the narrator himself. His opinions changed dramatically because of the garden. He at first believed that Americans were crabby and didn't like to associate with others. Then, because the garden brought people together, the narrator saw that people just need to be given a chance. Perhaps, if you get to know someone, you will make a friend for life. Also he learned to find out about people for yourself. He had heard many things about Poles, but when he met one everything changed. He forgot about what he heard and formed his own opinion.

Another character that was changed was Royce. Before the garden, he was just another black kid, and people seemed afraid of him. Then when others got to know him, and he opened up to others, things changed. He was no longer, just another black kid. He was a person, a person with friends, and a person who people enjoyed. The garden gave him a reason to move on in life.

The garden changed a lot of people but the two main people it changed was the narrator and the old woman. The garden changed the narrator because it changed his whole outlook on America. He thought that America was just a place where the people would avoid each other and ignore other people. But really the narrator noticed that people helped everyone. The narrator even had people talk to him and praise him, which was never what he would have expected.

The other person the garden changed was the old Italian woman. She first had thought of the narrator as just a foreigner. But she also went to the garden the narrator went to and she realized he was kind and he never meant to be mean to her. The garden brought them closer together and changed the perspectives on each other.

9.

3

The garden changes Royce because before, Royce was shy and nobody knew him. Once he came to the garden he was doing stuff for people and they got to know him. The people then referred to him as Royce.

It also changed the old Italian lady. She was mean to the narrator one time before she went to the garden. Once she got to the garden, and got to know people, she apologized to the narrator.

9.

3

The garden really changed Royce. He got to help people and get to know people. Because of the garden work he was doing people took the time to learn about him. I also believe in the story "Amir" that the old woman was effected in the began she saw the narrator as a "dirty foreigner", at the end when the garden party was held she took the time to learn about him. She now sees him like a person. Royce and the old woman's lives were both effected by the garden.

9.

2

It changes the narrators opinion of America. This had happened after he talked to many of the people working in the garden. It changes the peoples thoughts about Royce. They found out there was so many good things about this man after working in the garden with him.

9.

2

The garden changes the narrator by making him more social and happy around others. It also changed Royce by making him more friendly and helpfull. I think they both changed for the same reason, people can't be judged by how they act, but by who they are.

9.

1

One person was him he got along with every one and he learned to give stuff with out giving a profit. Two the old Italian women changed by getting to know someone before you judge them.

9.

1

The Garden changes them it lets them become one lets them get to know each other and talk. they get closer. They can all talk and rejoice protect the garden. celebrate the garden all together.

10. The story ends with a woman telling the narrator, “Back then, I didn’t know it was you.”
- What does the woman mean by this statement?
 - What caused the woman to change her attitude?
- Explain your answer, using details from the story as support.

CR#:10

Learning Results: B-11

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 11 read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.

AMIR

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response clearly states what the woman meant by the statement. Response provides a thoughtful and plausible explanation of what caused the woman to change her attitude. Response provides relevant details from the story to support the explanation.
3	Response generally states what the woman meant by the statement. Response provides an adequate explanation of what caused the woman to change her attitude. Response lacks some details from the story as support.
2	Response states in a limited way what the woman meant by the statement. Response provides a simplistic explanation with limited examples from the story that shows a basic or literal understanding of what caused the woman to change her attitude.
1	Response provides a vague/minimal explanation about the woman.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 10

What the woman means by the statement:

- She treated him like a stereotype.
- She didn't know what the man was like on the inside before they became friends.
- She just saw the outside, never knew the real him.

What caused the woman to change her attitude:

- She learned to look past his outside appearance and to see the real him.
- She learned to admire him and saw him as a neighbor and friend.
- She began to know him as an individual through their shared interest in the garden.

10.

4

The woman meant by her statement that she wouldn't have treated the Narrator like that if she had known what a wonderful person he was. She discovered the Narrator through the garden as most of the other neighborhood people had. Before this information was given to her, the woman thought that he was just another greedy shop owner. She also treated him with the feeling she had about the Indian stereotypes. Now she was willing to be the narrator's friend since he now was accepted by her. I can tell she feels foolish and embarrassed because she kept apologizing.

10.

4

a. The woman means, by saying the statement, that before, when she had called the narrator a mean, judgemental name because she was having a problem in his store, that she had judged him and not given him a chance so she could see who he really was and by saying, "Back then I didn't know you," she is saying, she wouldn't have done that if she had known him then.

b. The woman changed her attitude towards the man because in the garden they began talking and when she got to know him he wasn't just a "dirty foreigner" giving her trouble, he was a friend who she liked and she could talk to about egg-plants, and she realized that once she knew him she liked him.

10. The woman means in this statement that she was sorry. This also says that she just didn't know the man, his personality. The woman just saw the outside, she never really knew the real him. That is what she means. The woman changed her attitude because she got to know the man, she learned to look past his outside appearance and see the real him. Once she talked to him it was like they were friends, and what she said in the past did not matter anymore.

10. When the woman says, "Back then, I didn't know it was you." She thought of him as just an idiot who didn't know how to give the right change because he was a foreigner. But now that she knows his personal life and how he truly is as a person, all she wants to do is be friendly. The woman changed her attitude after she got to talking with him and seeing that he really was just a nice guy and that he didn't mean to give her the wrong change. She seemed like a good woman too when she kept apologizing over and over and then saying "Back then, I didn't know it was you."

10.

2

She means that back then if she knew the man would end up the way he is now she wouldn't have done any thing.

B. Well she had admired his eggplants. she told him how happy she was to finally meet him because of his eggplants. she loved eggplants.

10.

2

When she had said that 2 year ago, she didn't know the man at all, but now that she's gotten to know him, she feels very bad for what she did. She feels this way, because she's gotten to know him and know how nice he is, not just a dirty foreigner.

10.

1

By that statement I think she meant that she was younger and not as wise so she couldn't realize it was him, B. The reason the women changed her attitude is because now she recognized the man that was so young so long ago.

10.

1

A long time ago she didn't know it was her, she just figured it out from a long time ago. The garden got her to change her attitude..

YOU CAN BE AN INVENTOR

by Fred M.B. Amram and Sandra A. Brick

1. **Identify problems.** Inventors solve problems. Look around you. What needs improving? What bugs you? List (brainstorm) more than fifteen problems.

Examples

My pencil doesn't stay sharp.

My shoelaces won't stay tied.

My backpack falls off my shoulder when I try to carry it.

Keep going!

2. **Judge.** Select a problem from your list and write a few words about it. Don't worry. You will find solutions. That's the point of inventing.

Example

"My backpack falls off my shoulder when I try to carry it." Backpacks have two straps so that you can carry them on your back—using two shoulders. But nobody uses both shoulders. Kids just sling them on one side, and the pack slips down the arm because the weight is uneven. What a drag!

3. **Brainstorm.** List all the solutions you can think of (at least thirty). List practical and crazy ideas. Don't judge!

Examples

Shorter straps

Attach to belt

Snap to jacket

OK, now really stretch. Think of some way-out ideas. Think of some ideas that might make a teacher or parent angry. Try to create twenty more ideas. (I sensed some judging. Did you censor some ideas because they were too outrageous? Too bizarre?)

Examples

Glue backpack to clothing.

Don't bring any books home.

One strap from corner to corner (angle).

4. **Judge.** Pick an idea (or combination of ideas) that turns you on. When you have done that, elaborate. Think of ideas that will make it work.

Example

"One strap from corner to corner (angle)." I like the idea of inventing a backpack that has one strap that goes from one corner to the other. Then it will balance better on one shoulder. I'll need to experiment with a weighted pack to see which angle works best. Perhaps I can start a company to manufacture the Angle Pack.

5. **Stretch.** A final burst of creativity might make the backpack even better. List five ways in which you can improve your idea. Elaborate on the ideas you like most.

Example

“Snap to jacket.” One of my ideas was to snap the backpack to my jacket. Perhaps I can use the snap idea in a different way. Can I snap the strap to the backpack?

One of the problems with my Angle Pack is that it would be designed for the right shoulder or the left shoulder. If I had four snaps on the back of the pack, I could sell the strap separately (different colors?) and kids could use whichever snaps they wanted to create a comfortable angle.

6. **Implement!** Make your new product and brainstorm ways to sell it.
7. **Discussion.** What was difficult about inventing? Was it hard to share “crazy” ideas? Was it fun to discover that sometimes bizarre ideas can work? Was it interesting to see that other students could see the positive in a “silly” idea?

11. What is the **main** way in which the authors make the list of steps in this article more interesting for the reader?
- A. They print each step in boldface type.
 - B. They provide examples for most steps.
 - C. They number each step to highlight the order.
 - D. They start each step with a one-word summary.

MC#: 11

Key: B

Learning Results: A-3

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 identify specific devices an author uses to involve readers.

12. The language used in this article can **best** be described as
- A. casual.
 - B. formal.
 - C. dialect.
 - D. technical.

MC#: 12

Key: A

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

13. Which sentence **best** expresses the main idea of step 5?
- A. Creative ideas are difficult to come up with.
 - B. Backpack straps can be snapped to clothing.
 - C. Good ideas can often be improved.
 - D. Kids want their backpacks to be comfortable.

MC#: 13

Key: C

Learning Results: A-7

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 7 summarize whole texts by selecting and summarizing important and representative passages.

14. The **main** purpose of this article is to
- A. entertain.
 - B. inform.
 - C. analyze.
 - D. instruct.

MC#: 14

Key: D

Learning Results: A-6

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 6 identify accurately both the author's purpose and the author's point of view.

15. Steps 1 and 3 ask the reader to make long lists of ideas without judging them. In your own words, explain the value of such lists. Use information from the article and your own examples to support your answer.

CR#: 15

Learning Results: A-2

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 2 reflect on what has been discovered and learned while reading and formulate additional questions.

YOU CAN BE AN INVENTOR
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student gives a well-developed explanation of the value of making long lists without judging them. Response uses relevant information from the article and his/her own examples/interpretation.
3	Student gives a general explanation of the value of making long lists that lacks some development. Response lacks some details from the article as support and may or may not use his/her own examples/interpretation.
2	Student gives a simplistic explanation of the value of making long lists. Response uses weak or incomplete information from the article as support and may or may not use his/her own examples.
1	Response is vague or incomplete and demonstrates a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 15

Some reasons why it is valuable to make long lists of ideas without judging them:

- If you list all the ideas (practical as well as crazy), the list opens up new ideas.
- If you judge ideas when brainstorming, you wouldn't be able to think freely.
- If the person in the article had not brainstormed freely, he or she would not have thought of using snaps to fasten a backpack.

15.

4

The first and third steps in "How to Become an Inventor" required making long lists. It is good to list all possible inventions and not to judge them if they're silly or unrealistic. Think about great inventions in the past. Do you think we'd have socks if someone had thought the idea of a spoon with holes in it was silly? If Ben Franklin hadn't flown a Kite in a storm, would we have electricity? John Harrison invented clocks for keeping time at sea in order to find longitude. People thought he was nuts. That's how we do it now. If you list every idea in your head, you can really see their uses. Maybe someday everyone will have a cross strapped backback. You never know.

The ideas someone could think of could be weird, but a lot of people might use it a lot. If he judges his own idea he could decide not to use it and it might have been very successful. And you are only brainstorming not writing out the whole story. It says to select a problem and write a few words about it that way you're not judging it but thinking of ways to improve it. It also says to list at least thirty solutions you can think of to improve the problem that way when you have a lot of ways to fix it you could combine some solutions to make it even better than you thought you could or have different prototypes.

15.

3

You can really let out your creative side without saying, "Oh that's dumb" or "Oh that's too wacky". It really makes you stretch your brain and maybe even come up with some good ideas, you never know. You will probably come up with some cool ideas you never even knew you had. You could solve a problem a lot of kids have trouble with.

15.

3

The value of not being judged is the writer/inventor is not afraid to come up with crazy or bizarre ideas. When you are not being judged people say what they really think, they can say what needs improvement a lot easier and would say things they wouldn't if they were being judged. Not being judged is a great thing because now this inventor was able to create this Angle Pad.

15.

2

I think that it would be a good thing to make the long lists. If you have a lot of ideas then you will have a lot to work with. Even if you can't think of something to do with one idea then you will have many more to try. If you make a list of practical and crazy ideas you will have better ideas of something to invent.

15.

2

By making long lists you can rule out the good ideas from the bad ones. Say I make a list of different types of clothing that I like. I would make a list of the clothing teens would go for & which ones they wouldn't like.

15.

I think the value of the list is basically used for brainstorming and to get your ideas down on paper. Because if you get your ideas down on paper you don't have to worry about forgetting them or any thing. 1

15.

The value of long lists is that they give you more options to choose from. 1

Why I Never Shoot Bears

by Charles E. Goodspeed

FRED JENNES, veteran woods guide of Greenville, Maine, tells this tall tale and swears by all the Bibles in Piscataquis County that it is gospel truth:

“Do you know why I don’t kill bears?” he asked. “No! Well, it’s this way. Three years ago this June I was on a fishing trip up to Grand Lake. I had been out on the water pretty nearly all of one day and, getting tired, paddled back to camp. I hauled the canoe up on the sandy beach and started for the shack.

“When I got within about 100 feet of the place I saw the front door was open. I peeked in. There stood a big black bear just pulling the cork out of my molasses jug with his teeth. Out came the sticky syrup all over the floor. Bruin lapped up some of it and then rubbed his right paw into the rest—smeared it all over.

“So I crept around behind the camp, stuck my head in the window and yelled. He shot through the door like a bullet and headed for the lake. I never saw such an odd gait on a bear before—sort of mixture of running and galloping. And all on three legs. He was holding up the paw daubed with molasses.

“From where I stood it looked as if the critter had sat down on the shore and was holding his sweetened paw up to the air. It was June and the air was full of flies, mosquitoes and black midges. I could see that they were swarming around that molasses foot. Soon it was covered with flies feasting on that stuff.

“Suddenly he waded out in the water and stood up. He was in to his shoulders. He placed the sweetened paw down close to the surface and the next thing I saw a fine trout jump clear of the water at those flies.

“Every time a fish leaped clear of the water, Bruin would give it a cuff that sent it ashore and far up the beach.

“Finally as he saw the pile of trout on the sand he seemed to think he had enough. He waded ashore lapping off the insects and I expected he would sit down and gobble every fish. I recalled that all I had caught that day was two small fish.

“Well, sir, he had a fine feed, and when he had eaten half a dozen fine big trout, he paused, looked over at the bushes where I was and actually laid the remaining fish in a row. Then he ambled off up the shore and oddly enough kept looking back over his shoulder.

“I walked down to the beach and true enough there were half a dozen wonderful trout. At the edge of the woods the bear stopped and was standing up. As loud as I could, I yelled, ‘Thanks old man!’ Do you know he actually waved a paw at me and dove into the thicket. I honestly think he left me those fish to pay for my spilled molasses. No, *sir*, I never shoot bears.”

16. The **main** purpose of the first two paragraphs is to provide the story's
- A. theme.
 - B. conflict.
 - C. setting.
 - D. purpose.

MC#: 16

Key: C

Learning Results: B-7

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).

17. "He was holding up the paw daubed with molasses." The word **daubed** means
- A. coated.
 - B. diluted.
 - C. sticky.
 - D. touched.

MC#: 17

Key: A

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

18. Why did the bear hold his sweetened paw in the air while he was sitting on the shore?
- A. to keep bugs away
 - B. to wave at Fred Jennes
 - C. to eat the molasses
 - D. to attract bugs

MC#: 18

Key: D

Learning Results: B-8

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

19. It can be inferred from the story that Fred's reason for saying he never shoots bears is that
- A. bears like trout fishing as much as he does.
 - B. Fred likes and respects them.
 - C. bears leave him alone.
 - D. Fred is afraid they will steal his molasses.

MC#: 19

Key: B

Learning Results: B-8

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

20. What is a tall tale? Describe **three** specific events in this story that show why it is considered a “tall tale.”

CR#: 20

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 demonstrate an understanding of the defining features and structures of literary texts encountered at this level.

WHY I NEVER SHOOT BEARS
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response defines a tall tale and then gives a clear and detailed description of three pertinent events in this story to show why it is considered a “tall tale.”
3	Response defines a tall tale and then gives a general description of three events in the story to show why it is considered a “tall tale,” but description lacks some specific supporting details.
2	Response gives a weak definition of a tall tale which may contain some inaccuracies. Answer provides two or three limited or partially described events in this story.
1	Response retells part of the story or gives a vague answer that demonstrates a minimal understanding of the question (i.e., tall tales are funny).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 20

Definition of a tall tale:

A tall tale tells a story that could not happen because the events in it are too strange and too exaggerated to ever occur in real life.

Some specific events that make this story a tall tale:

- The bear deliberately smeared molasses on his paw to use it to attract bugs.
- The bear deliberately used bugs to catch trout.
- The bear arranged trout in a row and left them for Fred.
- The bear waved to Fred as he departed.

20.

4

A tall tale is an exaggerated story, and usually each time it's told it gets bigger and better. One event in this story that shows that it's a tall tale is when he purposely held his foot in the air to gather flies and bugs. A bear wouldn't know enough to do that. A second event was when the bear held his paw above the water until a trout jumped out of the water; after the flies. I don't think bears are that clever! A third time was when he left the 6 fish for Fred all lined up and neat, repaying him for the molasses. The final event that convinced me this is a tall tale was when the bear stopped and waved good bye.

20.

4

A tall tale is a story that originates on some sort of truth, but is stretched beyond belief. An example of a part of a tall tale in this story is perhaps when the bear waved back at the man. That seems odd because normally man and animal do not communicate all that well. Another thing might be the number of fish he caught in such a short time. A dozen fish all with the same bait in a matter of minutes? Seems just a tad far fetched. And the final but most unbelievable thing of all is that he left the man some fish. And then proceeded to watch him. These elements definitely make this story a tall tale.

20.

3

A tall tale is an outrageous story that isn't true. Three things that make this a tall tale are: one, the bear wouldn't have left the fish for him. Two, he wouldn't have waved to the man. And Three, there is no wild bear in the world intelligent enough to go into a house, uncork a bottle, and take the molasses out. They might do all that other stuff with honey, but they couldn't get molasses like that.

20.

3

A tall tale is a story that is made up and it lies about what really happened or didn't even happen at all. One way that this story is describe as a tall tale. is when the bear runs to the water with the molasses covered paw in the air. another way was when the bear caught the fish with the flies and hit them all they way to the beach. The last way was when the bear layed the fish on the beach and waved a paw. I really don't think that bear can do all those things.

20. One is the bear was on three legs.
two is he caught trout with 0 molasses.
three is he ate six and left
the guy six because he spilled.
his 0 molasses.
A tall tale is when someone
exaggerates.

2

20. A tall tale is a story that might
be based on something real but stretched
a little bit. Three things are
the fact the guy said it waved
back to him, and the bear left the
fish there in favor of the molasses,
and luring fish with the fly in his paw.

2

20. 1. Because The bear Can't be that calm with a person. 1
2. Because bears dont wave to humans.
3. Because bears dont catch trout for humans.

20. the Bear caught fish using molasses & flies 1
- he lined up the remaining fish he waved.

HURRICANES

WHAT ARE THE DIFFERENCES BETWEEN HURRICANES, CYCLONES, AND TYPHOONS?

These three words all describe the same phenomenon: a tropical storm of fierce spiraling winds. Such storms occur around the world, but only between the equator and latitudes 30° north and south of it. When these storms occur in the Atlantic Ocean, they are called hurricanes. They are called cyclones in the Indian Ocean and typhoons in the Pacific Ocean. Cyclone is also a generic word for a whirlpool of wind.

WHAT CAUSES A HURRICANE?

Hurricanes result from an increasingly strong storm system over water. When air over warm ocean water is heated by the Sun to about 81° Fahrenheit (27° Celsius), it rises in severely increased updrafts and low pressure. Numerous, large convection cells (circulation patterns of warm air rising, cooling, and condensing) go to work creating a widespread storm, lowering the air pressure more and more. The cells merge and great winds begin to blow as surrounding high pressure air moves in to equalize the low pressure. Winds tend to blow in the same direction, clockwise in the Northern Hemisphere and counterclockwise in the Southern Hemisphere, which creates a whirlpool, or cyclone. Meanwhile, the convection cell is constantly fed by the heat of condensing air and the wind, growing larger and stronger. When the winds reach a speed of about 75 miles (120 kilometers) per hour, the storm has become a hurricane.

ARE HURRICANES ONLY WIND STORMS?

Not only are hurricane winds ferocious, but vast amounts of rain pour down from the saturated clouds. In a single day, a hurricane can unleash as much precipitation as falls over a whole year in rainy Seattle, Washington.

The strong air currents of a hurricane also churn up vast amounts of ocean water, called **storm surges**, creating large waves weighing hundreds of tons. Coastal damage from these giant waves can easily equal or surpass the devastation of a hurricane's winds.

WHAT IS THE EYE OF A HURRICANE?

A hurricane is a spiral of winds racing up to 200 miles (320 kilometers) per hour, but in the middle of the whirlpool lies a calm center called the eye. As unbelievable as it sounds, the sheer force of the storm in its spiral formation allows some 10 to 30 miles (16 to 48 kilometers) at the center to remain unaffected. The weather within the eye of a hurricane is warm, still, and cloudless.

In Australia, tropical storms of fierce spiraling winds are also known as willy-willies.

Hurricanes can grow to be over 1,000 miles (1,600 kilometers) wide with wind speeds of 200 miles (320 kilometers) per hour.

HURRICANE NAMES

In Chinese, *ta-feng* means “violent winds.” A mispronunciation of this word became the name for the violent cyclones in the Pacific Ocean: typhoons. The generic term *cyclone* was coined in 1844 and was meant to call to mind the whirling image of a coiled, striking snake. The word *hurricane* comes from the language of an extinct West Indian tribe, the Taino. *Huracan* meant “evil spirit” and was associated with the God of Evil who sent wind storms to punish people.

The custom of naming hurricanes began at least 150 years ago. Early names were taken from Christian saints traditionally honored the day a hurricane happened to take place. The 1825 hurricane Santa Ana was named for Saint Ann. From 1953 to 1979, hurricanes were christened with female names, beginning with the letter A and proceeding through the alphabet. One impact of the feminist revolution in the 1970s was to begin using male as well as female names. Now the names run through the alphabet alternating male and female.

21. In the first paragraph the author states, "Cyclone is also a generic word for a whirlpool of wind." The word **generic** means
- A. severe.
 - B. uncertain.
 - C. common.
 - D. popular.

MC#: 21

Key: C

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

22. The difference between hurricanes, typhoons, and cyclones is their
- A. location.
 - B. force.
 - C. frequency.
 - D. duration.

MC#: 22

Key: A

Learning Results: D-7

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 7 identify common technical terms used in informational texts.

23. What is a storm surge?
- A. a windstorm that has power
 - B. ocean water carried by air currents
 - C. the eye of a hurricane
 - D. a type of hurricane

MC#: 23

Key: B

Learning Results: D-7

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 7 identify common technical terms used in informational texts.

24. Most coastal damage caused by hurricanes is from winds and
- A. rain.
 - B. waves.
 - C. lightning.
 - D. backlash.

MC#: 24

Key: B

Learning Results: D-8

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

25. The eye of the hurricane is all of the following **except**
- A. 10 to 30 miles of unaffected space.
 - B. warm, still, and cloudless weather.
 - C. located in the middle of the hurricane.
 - D. the location of the heaviest rain.

MC#: 25

Key: D

Learning Results: D-6

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 6 describe new knowledge presented in informational texts and how it can be used.

26. The sidebars to this passage are used **mainly** to
- A. summarize essential information.
 - B. give the author's opinions.
 - C. add interesting facts.
 - D. define difficult terms.

MC#: 26

Key: C

Learning Results: D-8

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

27. Typhoons got their name from
- A. a mispronunciation of the word ta-feng.
 - B. an extinct West Indian tribe, the Taino.
 - C. the feminist revolution of the 1970s.
 - D. saints honoring the day a storm occurred.

MC#: 27

Key: A

Learning Results: C-1

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

28. What is the **probable** reason why hurricanes today are named after both men and women?
- A. Both men and women are sometimes named after saints.
 - B. Men's names are needed because there are not enough women's names.
 - C. Men's and women's names are equally interesting.
 - D. Men's and women's names should be treated equally.

MC#: 28

Key: D

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 produce and support generalizations acquired from informational text.

29. In your own words, explain how a hurricane is formed. Use details from the passage to support your answer.

CR#: 29

Learning Results: D-6

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 6 describe new knowledge presented in informational texts and how it can be used.

HURRICANES

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student gives a well-developed explanation in his or her own words of how a hurricane is formed. Response meaningfully uses relevant details from the passage as support.
3	Student gives a general explanation of how a hurricane is formed, but response lacks some supporting details from the passage. May contain minor misunderstandings/omissions.
2	Student gives a basic explanation of how a hurricane is formed, but response uses limited details from the passage as support. May contain some important misunderstandings/omissions.
1	Student makes a vague statement or gives a personal opinion with little or no support from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 29

Basic information on how a hurricane is formed:

- When air over warm ocean water heats to 81 degrees Fahrenheit, it rises, cools, and condenses. This causes severe updrafts and low pressure.
- High-pressure air rushes around into this low-pressure area and blows around in a clockwise direction in the Northern Hemisphere (called a hurricane) and counterclockwise in the Southern Hemisphere (called cyclone/whirlwind).
- Convection cells merge and are constantly fed by more condensed air, resulting in more high-pressure air moving in and thus growing stronger and faster.
- When wind speeds reach 75 miles per hour, it becomes a hurricane.

29.

4

A hurricane is formed when a growing storm passes over water. When air over the ocean heats up to about 81°F it starts to rise, and the air pressure starts to decrease rapidly. After rising, the air cools and condenses and continues to lower the air pressure. Surrounding high pressure air blows in to balance the low pressure. Winds typically blow in the same direction, and this creates a whirlpool which grows stronger and stronger as the air condenses. When the wind reaches a speed of 75 mph, the storm is considered a hurricane.

29.

4

How a hurricane is formed, starts with a storm system that is very strong over water. Once the air is heated the air rises. That causes updrafts and low pressure. The air pressure gets lower and lower till, winds begin to blow. The high pressure (that is surrounding the low pressure) tries to make the air pressure equal (like starting a fight). ^{The wind} starts to move clockwise (Northern Hemisphere) or counter clockwise (Eastern Hemisphere). The winds form a whirlpool (or cyclone). The cells that formed the lower pressure then, get larger and larger because of the heat. Then the winds really speed up, once they reach 75 miles per hour, it's a hurricane. So a hurricane is fast wind.

29.

3

Hurricanes are formed by a storm system over water getting larger and larger. The air is heated to around 81° Fahrenheit by the sun. The temperature severely increases. There are cells large convection cells which is warm air rising up, cooling and condensing. This makes the storm get larger. The air pressure keeps rising, the cells merge together creating great winds. These winds normally blow in the same direction. The cells are constantly fed by the heat of condensing air. The wind is meanwhile growing stronger and larger. When the wind speed reaches around 75 miles per hour the storm system has become a hurricane.

29.

3

A hurricane is formed by air heated by the sun to about 81° Fahrenheit, which causes upward drafts and low pressure. Numbers and numbers of big circulating patterns of rising warm air, which cools, then condenses, start building a large spread storm. The circulating patterns rise, creating strong blowing winds. These circulating winds usually blow clockwise in the Northern Hemisphere, and counterclockwise in the Southern Hemisphere. Once these winds reach the speed of 75 miles per hour, the storm is a hurricane.

29. A hurricane needs precise conditions to be able to form. 2
First ocean water must be heated to about 80°F by the sun. These temperatures must continue long enough for enough convection currents to form a storm. These currents will then merge into one, forming the massively destructive force of a hurricane.

29. 2
The sun heats water to a certain temperature. The water evaporates, cools, and condenses into a storm system. While water evaporates the air pressure lowers, winds start to blow clockwise creating a cyclone. All this time the warm air and water is making the storm stronger. The winds jump to howling speed and a hurricane is born.

29.

One way it can be formed is by water. Other ways are that air moves over warm ocean water and is then heated to about 81° Fahrenheit by the sun. 1

29.

I think a hurricane is formed by two air currents clashing together. The warm water is what makes it spin so fast. 1

**English Language Arts:
Reading/Writing Response Item 30
Item Information and Scoring Guide
Reference Sheet, Scoring Guides and
Training Notes, and Student Responses**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) reading/writing response item is scored for both reading and writing. These pages contain the following information. (Refer to page C-51 for the text for the item.)

Reading Comprehension Scoring Information

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

Writing Scoring Information

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work for each score point value (6, 5, 4, 3, 2, 1), scored for Topic Idea Development
 - one sample of student work for each score point value (4, 3, 2, 1), scored for Standard English Conventions
 - one exemplar of student work that received the highest possible score points for both Topic Idea Development (6 points) and Standard English Conventions (4 points)

NOTE: The reading/writing response item is scored twice, once for reading comprehension and once for the quality of the student's writing.

Reading/Writing Response Item with Learning Results, Reading Scoring Guide, and Reading Training Notes

30. Based on information from the passage, explain why hurricanes are feared. Use information from the passage to support your answer.

CR#: 30

Learning Results: D-5

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 produce and support generalizations acquired from informational text.

HURRICANES

CONSTRUCTED-RESPONSE READING SCORING GUIDE

Score	Description
4	Response thoroughly explains why hurricanes are feared (i.e., fierce winds, vast amounts of rain, and storm surges). Student uses relevant information from the passage as support.
3	Response adequately explains why hurricanes are feared, but answer either lacks some development or detailed support from the passage.
2	Response explains in a limited way why hurricanes are feared using limited or partial information from the passage as support.
1	Response gives a weak/vague answer that demonstrates a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Reading Training Notes for Constructed-Response Item 30

Hurricanes are feared because of the devastating destruction caused by wind and water:

- Fierce winds – hurricane winds can reach speeds of 75 to 200 miles per hour
- Tremendous precipitation – hurricanes can unleash in a single day as much precipitation as falls during a whole year in Seattle
- Storm surges – hurricanes can churn up vast amounts of ocean water or storm surges, causing much coastal damage
- Vast storm area – hurricanes can grow to be over 1,000 miles wide
- Primitive beliefs – extinct West Indian tribe believed the God of Evil sent wind storm to punish people

Note: Constructed-response item 30 was scored for effectiveness of writing and reading comprehension.

30.

Hurricanes 3A

4

Hurricanes are tropical storms of fierce spiraling winds, and that is one reason these phenomenon's are feared by many. Hurricanes, are very strong, and speed 75 miles per hour; or more. Hurricanes can also grow to tremendous sizes, of one thousand miles across. Along with the threatening enormity of the hurricane, they can rapidly spin in a revolution around the eye of the hurricane, at speeds of two hundred miles per hour, or more! These monstrous storms create vast amounts of rain; up to the amount of precipitation Seattle, Washington recieved in one year! These storms can do that in one day. They also create waves called storm surges, that are large waves weighing hundreds of tons, or approximately 200,000 ("U.S") pounds. These together, rain and large waves create coastal damage. Also, if people still believe what the West Indian Tribe, the Taino, believed, an "Evil Spirit" or "God of Evil" sent winds to punish people. All these reasons prove why many people fear the destructive tropical storm; the hurricane.

A hurricane is a very dangerous force, consisting of high winds, and heavy rain. Many people may be frightened by them. This is not at all unreasonable. Hurricanes are feared by many people, because of the damage they can cause. "In a single day a hurricane can unleash as much precipitation as falls over a whole year, in rainy Seattle Washington." This would most likely cause flooding in homes or business buildings. Damage to property and community resources is often caused by the powerful winds. "A hurricane is a spiral of winds racing up to 200 miles per hour."

Many people don't know what causes hurricanes or how you can work to keep safe when they form. People today fear what they do not know, and rightfully so. Most people would be terrified if they were about to experience a storm surge. "Large waves weighing hundreds of tons." Millions of people living on the coasts lose their entire home each year from such waves.

All throughout the past humans have feared hurricanes. "The word hurricane comes from the language of the extinct West Indian tribe the Taino. 'Huracan' meant 'evil spirit.' " To abolish the fear of hurricanes people should learn more about them. If they have the correct knowledge they may be able to prevent damage to their homes, and properties. It could save their lives!

Based on the information in the passage, I believe that hurricanes are feared so much because of the dangerous winds and waves. The wind of hurricanes can destroy cities and towns easily, and leave them with one huge mess. This may be hard to believe, but then you realize that winds reach up to 200 miles per hour. A little bit easier to believe now?

Not only the wind is feared in hurricanes although, the huge waves and storm surges that come from them are also feared. If you lived in a town near the water it might be scary to see a towering wave, weighing hundreds of tons coming straight toward you. That is a storm surge. If winds of hurricanes aren't even close to as dangerous as storm surges, I can't even imagine what a hurricane all in one would be like. A hurricane is just one devastating force, that could destroy anything. Just hope your in the eye of the hurricane if your in one.

One reason I think hurricanes are feared is because a hurricane can ~~have~~ its winds racing up to 200 miles per hour. If the winds get up to 200 miles per hour the hurricane could shift your house, car, shed, and knock down trees that would crush a certain part of your house and possibly you. A hurricane can also churn up vast amounts of ocean water called storm surges, creating large waves weighing hundreds of tons. That is another reason hurricanes could be feared, because if you own a big company near the beach it could get destroyed by the big sea waves. This would make people pay more money to make a new store.

Those are two reasons why I think hurricanes are feared. Hurricanes should be feared by many people of the world, because hurricanes can kill anyone at any given time. Hurricanes are extremely common and dangerous, and they should be feared around the world.

30.

2

People fear hurricanes because they are a natural weapon of mass destruction and can cause thousands of dollars in damage. When^{ts} storms wind speed reach 75 mph they are considered hurricanes. Hurricanes can reach 1,000 miles wide and have wind speeds of 200 mph. Hurricanes can cause giant waves called tsunamis. Hurricanes usually hit in warm places like the Caribbean and near the equator.

30.

2

The reason hurricanes are feared is because it can destroy things and kill people. They can destroy more things because they can grow to be more than 1,000 miles wide and can have winds up to 200 miles per hour. hurricanes happen between 30° north and south of the equator. In the north they spin clockwise and in the south they spin counterclockwise. This creates a whirlpool or a cyclone. This type of storm can cause major damage to houses and that is why I think people fear them a lot.

30. Hurricanes destroy every thing. 1
House, cars, and their belongings.
Even people die during
a hurricane by flying stuff
and being sucked in the
hurricane. That's why people
fear hurricanes.

30. Hurricanes are feared because 1
they are very dangerous because
they destroy alot of things
and take lives.

Reading/Writing Response Item with Learning Results and Writing Scoring Guide

30. Based on information from the passage, explain why hurricanes are feared. Use information from the passage to support your answer.

Reading/Writing Response Item

Learning Results: F-1, G-4

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
- no significant errors in the use of nouns, pronouns, and adjectives.
 - few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.
 - attention to the proper use of conjunctions.
 - no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.
 - no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities).
 - no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 4 write essays and deliver oral presentations which identify a clear topic and reliably support that topic.

Stylistic and Rhetorical Aspects of Writing					
Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none">• Little topic development and/or organization, few details• Possible evidence of voice• Simplistic language (wording and sentence structures)	<ul style="list-style-type: none">• Limited topic development, focus, and/or details• Evidence of voice• Limited variety in language used (wording and sentence structures)	<ul style="list-style-type: none">• Moderate topic development, focus, and details• Some voice• Some variety in language used (wording and sentence structures)	<ul style="list-style-type: none">• Well developed with control and relevant details• Consistent voice• Variety in language used (wording and sentence structures)	<ul style="list-style-type: none">• Fully developed with strong details• Sustained voice and/or tone with emerging style• Effective use of language	<ul style="list-style-type: none">• Topic and details richly developed• Distinctive voice, tone, and style• Rich use of language
Topic Development	The overall effect of the response				
Organization	The degree to which the response is <ul style="list-style-type: none">• Focused• Clearly and logically ordered• Clarified by paragraphs				
Details	The degree to which the response includes examples that develop the main points				
Language/Style	The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety is effective				
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none">• Errors seriously interfere with communication and/or• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Few or no errors in simplistic or limited text in first-draft writing	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Control of a variety of sentence structures, grammar and usage, and mechanics• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing		
Sentences	The degree to which the response includes sentences that are correct in structure				
Grammar and Usage	The degree to which the response demonstrates correct <ul style="list-style-type: none">• Use of standard grammatical rules of English• Word usage and vocabulary				
Mechanics	The degree to which the response demonstrates correct <ul style="list-style-type: none">• Punctuation• Capitalization• Spelling				

30.

6

A storm of the Atlantic Ocean, reaching over 1,000 miles wide, wind speeds over 200 miles an hour, and destroying homes can be called either a hurricane, or a nightmare. This type of tropical storm can produce more rain in one day than some places do in a year. Hurricanes can produce strong enough air currents that they tear at ocean water so much so huge waves weighing over a hundred tons can be formed. Personally, I would call it a nightmare.

People have a right to be afraid of hurricanes, especially those living on the Atlantic Coast. There, when strong waves are formed by the ocean and hit the shoreline, more damage can be caused by these waves than by the hurricane's actual winds and rains. When the waves tear up the shoreline, that community is at risk. If that town has a port, it will be destroyed and people's houses will also be ruined. If a family is in their house at the time, they might be even be killed. So not only is the hurricane itself dangerous, but what it can cause can sometimes be worse.

Not to belittle the hurricane, though, it can also be very deadly. The winds can knock over trees, phone lines, creating hazards. When trees fall on houses, that's worse. When rains fall in vast amounts they can cause flooding which leads to many problems itself. Also, during the eye of a storm, you may think the storm is finished, when in reality, the hurricane is only half done.

I'm glad I live in Maine, where the only hurricanes we get are really only the leftovers, and never nearly that bad.

dangerous. We don't have to live in that fear as others have to who live in other places, such as Florida. There, they even board up their houses to protect against hurricanes. There, they must live in fear for months during hurricane season, where a fatal storm could hit any day.

Have you ever been in a hurricane before? Have you ever seen the trees being splintered by wind? Can you imagine what it must be like? Hurricanes are one of the most feared forces in the world. Hurricanes stop for nothing, destroying everything in their path.

Over time hurricanes have been given many, many names. These names have been of good people too. So one would think that things named after saints would be good. Well, those people who thought they were good, were wrong. Hurricanes are born on the ocean, which is in some people's back yards. They are created by rising air and low pressure. From there hurricanes start to grow. They can get as big as 1,000 miles or 1,600 kilometers wide. For such large things they travel very fast. They can get up to speeds of 200 miles per hour. That is faster than the NASCAR racers. When hurricanes reach shore the havoc begins. Rain and wind is trashed around cities. Power lines and small bushes are instantly taken out. Storm surges flood any homes near the beach. Then the hurricane comes on land. It rips up cement and splinters the remaining telephone poles. Then it approaches an old first house. Even before it hits the house siding is ripped off. Soon the house is destroyed.

The hurricane goes on to destroy the city and causes millions of dollars in damage. Not much is left after a hurricane passes over it. People try to run but they too are destroyed. Now you can see that hurricanes are feared because they destroy everything in their path.

Hurricanes are feared all over the world. The cause of a hurricane is an increasingly strong storm system over water. Hurricanes are large and violent. The meaning of the word "ta-feng"/typhoons is violent winds. This is one of the many reasons hurricanes are feared.

A hurricane is a spiral of winds. A hurricane can grow to be more than 1,000 miles wide and their winds can spiral up to 200 miles per hour. A hurricane w/ this much power could probably destroy everything in its path.

Also hurricanes can be potentially dangerous to coastal communities. Hurricanes can form a "storm surge" which is ocean water carried by air currents. The ocean water can form into massive waves and can crash into the coast. Most coastal damage is caused by waves and great winds. The giant waves can easily equal or surpass the damage done by hurricane winds.

Not only are hurricanes vicious, but they can let down as much rain as Seattle gets in one year (can cause floods). Hurricanes are feared because of their great power. If you are ever near a hurricane take caution.

Hurricanes can do lots of damage to anything. The strong winds cause enormous waves to occur, which can't be too good for the coastal houses. Hurricanes can be ~~so~~ strong, that they can blow the roof right off your house, it can damage anything you have, especially outside.

I think the people that should be the most worried is the people on the islands in the middle of the oceans. The Florida Keys, Carrahen Islands, and sometime Central America get them all the time! Even if it's nice, warm and a great place to be on vacation, they have bad hurricane storms. I know that I certainly wouldn't want my house to be all ruined because of hurricanes.

Hurricanes can also cause major floods. The floods get so bad, that the water is too high to go outside. Then again, everything you own could get damaged.

I know that I fear hurricanes because of all this. I am definately glad that I live up here in Maine, when really all we get is snow storms and sometimes severe thunderstorms!

30.

2

Hurricanes are feared because of the damage they do. The massive winds and waves together can cause so much coastal damage. The rain doesn't help much. These have winds blowing at least 75 miles per hour, that right there can cause a lot of damage to the houses. The waves that weigh hundreds of tons could probably wipe half of the towns out. Then the rain that falls more than a water fall in a year can't be very good.

All this together can do a lot of damage. This ruins a lot of families lives. It's a very tragic thing.

30.

1

Hurricanes have very powerful winds. In a day, a hurricane can have as much precipitation as falls in one year! Hurricanes can cause a lot of damage. It costs lots of money.

Hurricanes cause many deaths every year. It causes floods and much more terrible things. It cause many people to become homeless.

30.

4

When a hurricane is coming, people in its path will become very frightened and for good reason. The reason why hurricanes make so many fearful of them is because of the fact that they are so powerful, merciless, and will take lives so easily.

Cuba, for example, is one of the many areas that get hit by hurricanes almost every year. Since Cuba is only an island, the hurricane will not weaken when it hits the island because of its miniscule size. Since there are approximately 14 million people in Cuba, the affects of a hurricane can be catastrophic. If an F-5 hurricane hits Cuba, they are very fearful of it because they know what's coming. There will be deaths, inches, possibly feet of rain, winds over 100 mph, and a huge storm surge, maybe over 20 feet, which can do the most damage. They know that almost everything they have will be destroyed. They cannot run anywhere, since it is an island, so all they can do is hope that it won't be too bad.

In conclusion, people fear hurricanes because of the power they have to destroy and kill, as well as the fact that we can do nothing about it.

Hurricanes are feared by many people because they can cause so much damage and upset to people's lives. The two major types of damage that hurricanes can cause are wind and water damage. Winds from a hurricane can get up to 200 miles per hour, though they only have to be 75 miles per hour to be classified as a hurricane. These amazing wind speeds are enough to wreck people's homes and businesses, carry their children away and to ruin their farms. If anyone of these crimes were committed on you, wouldn't you fear the perpetrator? In this case, the wrongdoer is a terrible wind storm. The other type of damage that is done frequently is water damage. When a hurricane occurs, huge amounts of rain falls. In fact, in a single day of a hurricane, as much rain falls as does in rainy Seattle in a whole year! Rain causes flooding which can damage your home, kill your family and pets, and totally wipe out your farm or food supply. Along the coast there is also damage caused by monster waves. These can have the same effect as flooding. Through both types of damage, you can see how hurricanes ought to be feared.

30.

2

Hurricanes are feared so much because of what happens during a hurricane. During hurricanes giant waves and winds are created. When it hits land it starts to spin up water and winds. These winds can be so strong that it can lift heavy objects and make giant trees topple over. The winds are only one part of the major threat, the other big part is how much it mixes up the sea, sending giant tidal waves on shore. Also it rains so much that there is as much precipitation in a day as there is in one year in Seattle, Washington.

30.

1

Hurricanes are feared because they can destroy very numerous houses and kill many people and some people have to leave their town on law orders. But in some places there are no hurricanes! YAY!

30.

6

4

Imagine you're off to vacation on a tiny, beautiful island. You're lying on the beach, sunbathing, while the gentle breeze blows your hair. All of a sudden, the wind doesn't seem so gentle anymore. They rip off your hat, and make the heavy rain that has just begun worse. You open your eyes to see the skies and ocean turning darker by the second, and the white capped waves appear to be growing at a tremendous rate.

You turn and race back into your house, but the 80 mile an hour winds fiercely rip off the tiny beach house roof and send it crashing about. There's so much rain you can barely see anything, but you race outside to find your car and get away! The heavy rains have begun to flood the streets, and with the water rising to your knees you race to your car, but then you remember. You're on an island. The car isn't going to do you much good.

You frantically try to unlock your car but your hands are slippery and the storm is blinding you. You finally pry the door open, and floodwater pours in. You get in your car and slam the door. Finally, you think, I'm safe. Then you remember your son, lost and scared in the rain. You know you have to get to him, so you kick the door open...

Snap back to reality. Sounds pretty scary, doesn't it? What you just experienced was a typical hurricane. With over 75 to 200 mile winds, and a vast

spread of 1,000 miles long, hurricanes can be petrifying. One hurricane can produce as much rain as Seattle, Washington, receives in a year. The waves that the hurricane shakes up can be hundreds of feet high, and weigh hundreds of tons. Imagine those crashing down on your house... especially if you're trapped outside, or inside with nowhere to go!

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“Hurricanes” (pp. C-51–C-52) from *The New York Public Library Incredible Earth: A Book of Answers for Kids* by Ann-Jeanette Campbell and Ronald Rood. Published by John Wiley & Sons, Inc., September 1996.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.